

Unit Planning Guide: Grade 4 Unit 10 of 10

Unit Title: Learning from the Past	Pacing (Duration of Unit): 4 weeks
Grade: 4	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RL4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- W4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
- W4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline –specific tasks, purposes and audiences.
- SL4.1 c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- RF4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

WIDA Standards (ELL)

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RF4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Students have been working toward independence all year long, and working with less scaffolding. Prior to leaving for the summer, students can create a plan for independent learning.
- In order for students to take ownership of their learning they need to be able to select appropriate level texts, to engage deeply with their reading and writing and utilize key “Habits of Mind”.
- Seeing the world through the eyes of others, no matter how different from you they are, makes for a great writer.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What does it mean to be an independent learner?
- What are “Habits of Mind” and how does that help me to become a lifelong learner?
- Can a fictional story be “true”? What is the relationship between “fiction” and “truth”?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- the qualities of an **independent level** text.
- That reading **fluently** has a smooth flow, appropriate pausing and **phrasing** and allows the reader to make meaning.
- That **clear and coherent writing** takes the **task, purpose** and **audience** into account.
- The difference between a **first** and **second hand account**.
- That engaging in a discussion means that you contribute relevant ideas and pose and respond to specific questions to peers as well as the instructor.

Skills: The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Reading fluently literature and informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (*applying*)
- Describing the differences in focus and information in first and second hand accounts both orally and in writing. (*understanding*)
- Producing clear and coherent writing with grade level appropriate development and organization. The writing is appropriate to task, purpose and audience. (*applying*)
- Writing routinely over extended time frames as well as shorter time frames for a range of discipline specific tasks, purposes and audiences. (*evaluating*)
- Posing and responding to specific questions to clarify or follow up on information. (*analyzing*)
- Engaging in classroom discussions with relevant contributions to the topic and link to the remarks of others. (*evaluating*)
- Reviewing the key ideas of a discussion. (*understanding*)
- Explaining their own ideas and understanding in light of new learning that has occurred in a classroom discussion. (*analyzing*)